**Ebbett Park School**

**Strategic Aims & Charter**

**2018**

EBBETT PARK SCHOOL

MISSION STATEMENT

***Ebbett Park School will challenge students to excel and provide them with all they require to become lifelong learners.***

**VALUES AND BELIEFS**

Excellence:

Excellence in my attitude

Excellence in my behaviour

Excellence in my learning

Pride:

Pride in myself

Pride in my school

Pride in my community

Spirit:

Spirit in my individuality

Spirit in my relationships

Spirit in my team work

**2018 Annual Plan Goals**

Goal 1: **An exceptional board**

Goal 2: **An exceptional teaching staff**

Goal 3: **Accelerate progress in literacy**

Goal 4: **Engage Fully with Whanau**

NATIONAL PRIORITES

The Board of Trustees will ensure that Ebbett Park School provides:

1. **Success for all** *(All year 1 to 10 children will be given the opportunities to succeed and develop the knowledge and understanding, skills, attitudes and values of the New Zealand and Ebbett Park Curriculum).*
   * Philosophical belief that the best learning happens through experiencing success.
   * Individual stage of learning identified and taken into account in planning.
   * Resources provided to support teaching programmes.
2. **Safe Learning Environment** (*schools will provide a safe physical and emotional environment for all students)*
   * Hazard plan: Regular assessment of risk areas / situations in and around the school.
   * Positive Discipline Programme operating.
   * Promote healthy nutritional practices
3. **Develop and Implement teaching and learning programmes:** *(Schools will ensure that priority is given to improving student achievement in Literacy and Numeracy, especially in years 1 to 8. Giving priority to regular physical activity that develops movement skills for all students*
   * School goals prioritised on assessed needs.
   * Due emphasis placed on assessed needs and incorporated into planning and target setting.
   * Implementation of sound teaching techniques
   * Commitment towards ongoing staff development.
4. **Better use of Student Achievement Information** *(Schools will gather sufficiently comprehensive assessment evidence to evaluate the progress and achievement of their students, and to inform future teaching and learning programme priorities)*
   * Assessment Overview evaluated annually to determine (a) appropriateness and (b) relevance of data.
   * Assessment data collated for assessing future teaching direction
   * Commitment as a school to staying current with newer forms of assessment.
   * Identify students who are not achieving or are at risk of not achieving
5. **Improving Outcomes** *(Drawing on dependable assessment evidence schools will improve outcomes for all students, including those who are not achieving, or who have special learning needs, those who have special abilities and Maori)*
   * Commitment to professional, critical analysis of accumulated assessment data gathered to decide future planning.
   * Use range of assessment styles to gather detailed, relevant data to assist in planning.
   * Continue regular reassessment of SENCO procedures to ensure maximum numbers of needy students receive learning support.
6. **Improving Outcomes for Maori, Pacifica students** *Schools will work with their Maori and Pacific communities to plan, set targets for, and achieve better outcomes for Maori and Pacifica students)*

* Consultation procedures to continue with Maori and Pacific community to share views on the needs of the students.
* Record of progress being made in literacy, numeracy and other essential skill areas by Maori and Pacific students.
* Learning needs identified in data gathered on Maori and Pacific students be taken into account in future planning.

1. **Reporting** *The school will report to students and their parents on the achievement of individual students and to the school’s community on the achievement of students as a whole and of groups identified in the national education priorities..*

* Parents / caregivers are given opportunity to provide information through discussion with students and teachers.
* Teachers will report to parents and students, in writing, on the students progress and achievement in relation to National Standards in plain language at least twice a year.
* All parents / caregivers provided with the opportunity to meet class teacher in 1st term to discuss their child’s learning needs.
* Mid-year interview requested of all parents and a written report will be provided..
* Use of ‘Seesaw’ application, showing examples of child’s learning, covering a range of learning areas.
* Regular, timetabled reporting to the BOT on student learning and achievement by Principal and where appropriate Management Team and Curriculum Leaders.
* Community consultation, as / when required, on new programmes of learning or changes to existing prescriptions.
* Daily contact between Class Teacher and home, maintained through sighting and signing of Homework.
* Regular contact between home and school through the use of ‘Seesaw’ application.
* Other methods of contact include:
  + Open Door Policy
  + Weekly Newsletter
  + Board Report

**Cultural Diversity**

The Board of Trustees recognises the cultural diversity at Ebbett Park and of Aotearoa, and integrates Te Reo and Tikanga Maori into curriculum areas. The curriculum will encourage students to understand and respect the different cultures which make up New Zealand’s society.

This will be implemented in the following manner:-

* Employment of Kapa haka tutor – Junior and Senior Groups
* Maori myths and legends incorporated into Language and Art
* When focussing on New Zealand settings, value is placed on the Heritage or the Tangata Whenua
* Provide teaching resources for classroom tuition
* Provide opportunities for professional development for teachers to up skill themselves in all things Maori.
* Ka Hikitia “Managing for Success” and Tataiako will be the overriding document for the school.
* Within the classroom programme acknowledge the culture of Pacifica students

The Board of Trustees will consider all requests for instruction in Te Reo in light of the school’s resources and capabilities at the time the request is made.

**Inclusiveness at Ebbett Park School**

Inclusive education is about the full participation and achievement of all learners. In a fully inclusive school, students with special education needs are engaged and achieving through them being present, participating and learning.

At Ebbett Park

* We provide a welcoming, safe, caring environment, that focuses on children being here every day and encourage parents to see the importance of regular attendance.
* Make sure that all children are participating and are engaged both in and out of classrooms along with their peers
* Through the collection and careful collation of data identify the learning needs of individual students who have special needs
* Ensure that all children with special needs are learning and achieving by providing a range of programmes and personnel to meet their needs
* We welcome parents into the school and ensure they know what work is being done with the children and what their achievements are. We do this with regular IEPs and IBPs regular reporting to parents and involving them in their children’s learning

**Strategic aims 2017 – 2019**

**Strategic Aim 1**

**All Students will be able to effectively access and gain educational value from the Ebbett Park School Curriculum as evidenced by achievement against National Standards.**

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|  | **Student learning, engagement, progress and achievement** | **Effective Teaching** | **Leading and Managing** | **Governing** | **School Culture** | **Engaging Families** |
| **2018** | All students who are achieving below or well below expections in Reading, Writing and Mathematics will show accelerated progress in end of year Overall Teacher Judgements. Targets set will reflect these children especially in priority groups of Maori and children with special needs.  Maori students will continue to achieve at similar or greater rates than the overall student population.  PB4L will continue to use effective tier 1 strategies and will undergo professional development and implementation in tier 2 strategies. | Teachers professional development will target areas identified through National Standards result and strategic self review – in 2017 Teacher development will target Writing (emphasis on reading/writing link).  Develop further the Teaching as Inquiry model.  Continue effective strategies for the teaching of reading.  Teachers will become confident using key phrases in Te Reo Maori as an important form of communication | The staff will begin with the development of the PaCT (in writing) to moderate practices to ensure consistency of Overall Teacher Judgements within the school setting.  Internal and External review of the moderation.  A senior management team that provides strong leadership for teaching and support staff. | Building an exceptional board - Board of Trustees will begin professional development around effective governance to support student achievement  The Board is provided with progress and achievement data in relation to National Standards. Showing progress of students by gender and ethnicity and how money has been spent targeting achieved outcomes | All students (including those in the national priority groups) will feel valued culturally educationally and physically, and programmes will enhance the learning of all.  Strong and positive school culture will continue to provide a safe and welcoming environment conducive to high student achievement  **Implement and celebrate cello and violin for students in years 3,4,5 and 6.** | Parents will be consulted and given feedback of successes and changes necessary.  Parents will be provided with quality reporting of their child’s progress in writing in plain language at least twice a year.  We aim to have 100% of families connected to Seesaw and Class Dojo  **Begin to explore barriers to regular student attendance and punctuality. Use inquiry approach. We aim to have 60% of students regularly attending in term 2, 2018.** |
| **2019** | All students who are achieving below or well below expectations in Reading, Writing and Mathematics will show accelerated progress in end of year Overall Teacher Judgements. Targets set will reflect these children especially in priority groups of Maori and children with special needs.  Maori students will continue to achieve at similar or greater rates than the overall student population.  PB4L will continue to use effective tier 1 strategies and will strengthen our tier 2 strategies. | Teachers professional development will target areas identified through National Standards result and strategic self review  Effective teaching as inquiry supports student achievement  Continue effective strategies for the teaching of reading and writing  Teachers will be confident using key phrases in Te Reo Maori as an important form of communication | Moderation practices will be extended to working with other schools to develop consistency of National standards assessments (Community of Learning).  External review of practices  Look at reading and maths for PaCT  A senior management team that provides strong leadership for teaching and support staff. | Building an exceptional board - Board of Trustees will enter into year two of professional development around effective governance to support student achievement.  The Board is provided with progress and achievement data in relation to National Standards. Showing progress of students by gender and ethnicity and how money has been spent targeting achieved outcomes | All students (including those in the national priority groups) will feel valued culturally educationally and physically, and programmes will enhance the learning of all.  Strong and positive school culture will continue to provide a safe and welcoming environment conducive to high student achievement  **Implement and celebrate cello and violin for students in years 3,4,5 and 6.** | Parents will be consulted and given feedback of successes and changes necessary. They will be provided with quality reporting of their child’s progress in writing in plain language at least twice a year.  We will have 100% parents connect to dojo seesaw  **Put in place strategies to improve to regular student attendance and punctuality. Use inquiry approach. We aim to have 70% of students regularly attending in term 2, 2019.** |

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| **2020** | All students who are achieving below or well below expectation in Reading, Writing and Mathematics will show accelerated progress in end of year Overall Teacher Judgements. Targets set will reflect these children especially in priority groups of Maori and children with special needs.  PB4L will continue to use effective tier 1 and 2 strategies. Focus will be on the development of tier 3 strategies  Maori students will continue to achieve at similar or greater rates than the overall student population. | Teacher professional development will continue to target literacy and numeracy.  Continue effective strategies for the teaching of reading.  Effective teaching as inquiry supports student achievement  Teachers will be confident using key phrases in Te Reo Maori as an important form of communication | The staff will continue with the development of moderation practices to ensure consistency of Overall Teacher Judgements within the school setting.  Internal and External review of the moderation.  PaCT used effectively as a tool to confirm OTJs | An exceptional board - Board of Trustees will provide strong, effective governance that provides children with outstanding educational outcomes  The Board is provided with progress and achievement data in relation to National Standards. Showing progress of students by gender and ethnicity and how money has been spent targeting achieved outcomes | All students (including those in the national priority groups) will feel valued culturally educationally and physically, and programmes will enhance the learning of all.  Strong and positive school culture will continue to provide a safe and welcoming environment conducive to high student achievement  **Implement and celebrate cello and violin for students in years 3,4,5 and 6.** | Parents will be consulted and given feedback of successes and changes necessary. They will be provided with quality reporting of their child’s progress in writing in plain language at least twice a year.  We will have 100% parents connect to dojo seesaw.  **An effective toolbox of strategies are developed to improve to regular student attendance and punctuality. Use inquiry approach. We aim to have 80% of students regularly attending in term 2, 2020.** |

**Strategic Aim 2**

With progress and achievement of all students being paramount the school must provide resources that ensure each student has opportunities that will encourage learning and achievement.

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|  | **Personnel** | **Property** | **Finance** |
| **2018-2020** | * Employ staff that will best meet the needs of the children whether they are academic, physical, cultural or social and those with Special needs * All staff will be valued and will be provided with opportunities to become innovative professionals who strive for excellence. * **Staff will display a high level of cultural competence.** | * All aspects of the 10 Year Property Plan will be implemented as stated in the plan – including development of break out spaces. * Resources will be purchased that relate to the targets set in the Annual Plans * Environment of the school will be attractive, safe and provide opportunities for learning. * Provide spaces and equipment that will meet the special needs of children. | * Provide finances to ensure that all aspects of the curriculum can be accessed by all of the students. * Ensure that Finances are available to provide professional learning for all staff to up skill in all aspects of the curriculum with specific focus on National Standards and the national priority groups of Maori and Pacific. * Provide funding to ensure that the PB4L framework can be effectively implemented |

2017 Annual Plan - Goals

**Goal 1: An exceptional board**

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| Sub Goal | Strategies to achieve this goal |
| * To develop strength in evaluating the effectiveness of the board in their role as stewards and governors. | Professional development and support from Board facilitator Lesley Moffit  Brief evaluation at conclusion of each meeting to evaluate effectiveness of meeting priorities  Put in place a cycle of evaluation |
| * Fully understand the board’s statutory requirements and ensure they are being implemented | Professional development and support from Board facilitator Lesley Moffit  Must understand the statutory requirements of the board  High level of scrutiny around how effectively the principal is meeting and achieving goals and objectives. |
| * Highly effective Board meetings | Professional development and support from Board facilitator Lesley Moffit  Have an effective structure  Excellent, honest and open communication among board members  Keeping the focus on the things that matter most ie student achievement  Members are fully prepared and focused for meetings e.g reading, regular attendance, coming prepared  Recruit members with the skills, passion and integrity, knowledge to strengthen the capacity of the board. |

**Goal 2 – An exceptional teaching staff**

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| Sub Goal | Strategies to achieve this goal |
| * Highly reflective teachers | Regular promotion and use of the Appraisal Connector tool as the place for reflection. Feedback will be received by other teaching staff.  Teaching as inquiry is seen as ‘what effective teachers do instinctively’. Use of the Appraisal Connector tool to record the teaching as inquiry process.  Meeting time to reflect, refine and discuss progress towards goals and targets. Discussion with others – what’s working? Why? What’s next? |
| * Highly skilled teachers | Provide access to exceptional professional development – Developing greater cultural competency as part of Kahui Ako.  Using their skills and knowledge to effectively implement and refine effective teaching practice.  Give opportunities for teachers to observe best practice – within school and at other schools. Identify and promote those teachers engaging in exceptional practice to support others.  Provide readings and discussions regarding latest best practice and trends in education. |
| * Teachers that are skilled at relationship building and making connections | Regular, positive contact with caregivers. This includes: seesaw, class dojo, discussions before/after school, phone calls, connecting at events etc…  Teachers develop an understanding of children’s backgrounds, links and connections.  **Teachers develop stronger cultural competency that will ultimately lead to better outcomes for our learners.** |

**Goal 3: Accelerate progress in literacy**

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| Sub Goal | Strategies to achieve this goal |
| * Effective Literacy team to lead good practice | Develop a strong literacy team. This team works on the following areas:  Reviewing school curriculum, providing readings and clips of best practice for discussion and reflection. |
| * Teaching as inquiry | Inquire into teaching practice. Use the teaching as inquiry process to adapt and refine teaching practice to meet the needs of learners.  Teaching as inquiry is seen as ‘what effective teachers do instinctively’. |
| * Provide access to quality resources | Ensure teachers have access to resources that will support effective learning programmes. |
| * Make explicit to children the reading/writing link | Strategies and learnings from reading development can be used in the writing development. Make these links explicit to the children. |
| * Use of collective PD across our Kahui Ako – Nga Hau e Wha | **Within school leader appointed to facilitate professional development opportunities. Senior staff to support. Initially Nga Hau e Wha will focus on developing teacher’s cultural competencies to enhance outcomes for priority learners in literacy.** |

**Goal 4: Engage Fully with Whanau**

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| Sub Goal | Strategies to achieve the Goal |
| * All whanau connected to ‘Seesaw’ and ‘Class Dojo’ | Demonstrate the features of the application to ‘hook’ the parents. Through newsletters, face to face or parent information evenings  Teachers to communicate with whanau to ensure they are connecting |
| * Encourage and support attendance at school events – make them fun and engaging | BoT presence at important at events.  Communicate clearly the event and notify well in advance.  Make personal contact with parents to invite them.  Ensure events are non threatening and welcoming to all. |
| * Make regular contact with families and develop strong relationships | Contact at school events, seesaw and dojo, Teachers available via email  Teachers available before and after school  Be proactive in approaching parents e.g. drop offs in the morning.  Using Facebook as a tool to communicate positive events taking place.  Hold parent workshops – e.g. reading evening – ‘how to help your child at home’.  Develop a strong Family and Friends group.  **Focus on strategies to significantly reduce lateness and truancy** |

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| **Raising Student Achievement - Writing** | | | | |
| **Strategic Goals:** To improve the outcome for all students, particularly in the priority groups of Maori, Pacifica and Children with special needs.  To accelerate the learning of children who are performing below standard. | | | | |
| **Annual Goal:**  To accelerate the level of achievement of all students in Writing particularly those achieving below standard. | | **Annual Target: 80% of all children to be *at or above* national standard in Writing by years’ end, with a focus on years 2, 4 & 6.** | | |
| **Baseline data: In 2017 58.4% of all students were achieving at or above national standards in writing.** In 2017, 73% of children in Year 4, 5 and 6 were achieving at or above national standard in writing. 55.9% of our Year One students were achieving below or well below national standards. 50% of our Year 3 students were achieving below or well below the national standards. 45.5% of our Year 5 students were achieving below or well below the national standards. | | | | |
| **Key Improvement Strategies:**  ***What do we have to learn? What will we do? When? Who is responsible for ensuring this is done?*** | | | | |
| **When:** | **PD on the use of PaCT, focusing on writing in 2018.**   * **Connections with our COL partnership schools.** * **Moderation meetings each term.** * **Consistent and regular use of PaCT on identified target students.** | | **Who**  **Management**  **PaCT Lead teacher**  **Teachers** | **Indicators of Progress**  **Teaching practice modifications** |
| **Start and end of each term** | **Use data to identify needs of learners at beginning of each term. Use again at end to gauge progress and set new goals.** | | **Teachers**  **Management** | **Thorough understanding of children’s needs and next steps** |
| **Throughout year** | **Use teaching as inquiry process to plan new learning. ‘Appraisal Connector’ tool a key part of this.**  **Moderation of writing between teachers.** | | **Teachers** | **Teachers will identify effective strategies** |
| **Throughout year in meetings** | **Consolidate, review and evaluate effectiveness of teaching strategies developed in 2015, 2016 & 2017.** | | **Teachers** | **Accelerated progress when data analysed.** |
| **Monitoring:  All data collection will be done by teachers and observation of teaching practice will be shared and observed as part of the professional learning cycle. Data wall analysis will be completed regularly.** | | | | |
| **Resourcing:** | | | | |

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| **Raising Student Achievement - Mathematics** | | | | |
| **Strategic Goals:** To improve the outcome for all students, particularly in the priority groups of Maori, Pacifica and Children with special needs.  To accelerate the learning of children who are performing below standard. | | | | |
| **Annual Goal:**  To accelerate the level of achievement of all students in Mathematics particularly those achieving below standard. | | **Annual Target: 80% of children achieving below or well below standard in 2017 to be at or above national standard in Mathematics by years’ end, with a focus on students after 2, 4 & 6 years at school.** | | |
| **Baseline data: In 2017 63.8% of our students were achieving at or above national standards in mathematics.** 47.1% of our Year One students were achieving below or well below national standards. 60% of our Year 3 children were achieving below or well below national standard. 40.9% of our Year 5 students were achieving below or well below national standards. | | | | |
| **Key Improvement Strategies:**  ***What do we have to learn? What will we do? When? Who is responsible for ensuring this is done?*** | | | | |
| **When:**  **5x during year** | **Explore the use of PaCT to support teachers when making OTJs. Focus initially on target students, then whole school by years end.** | | **Who**  **teachers**  **consultant** | **Indicators of Progress**  **Teaching practice modifications** |
| **Start and end of each term** | **Use data to identify needs of learners at beginning of each term. Use again at end to gauge progress and set new goals.** | | **teachers**  **senior management** | **Thorough understanding of children’s needs and next steps** |
| **Throughout year** | **Use teaching as inquiry process to plan new learning. ‘Appraisal Connector’ tool a key part of this.** | | **teachers** | **Teachers will identify effective strategies** |
| **Throughout year in meetings** | **Consolidate, review and evaluate effectiveness of teaching strategies developed in 2016.** | | **teachers** | **Accelerated progress when data analysed.** |
| **Monitoring:  All data collection will be done by teachers and observation of teaching practice will be shared and observed as part of the professional learning cycle. Data wall analysis will be completed regularly.** | | | | |
| **Resourcing:** | | | | |